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ABSTRACT

This report provides the findings from each University of Wisconsin (UW) System institution, requested by the Board of Regents, of efficiency-related measures undertaken and recommendations of other efficiency measures that would increase capacity in the future. Following an executive summary, description of the institutions' actions are grouped into the following categories: (1) "How We Have Responded to the Recent Environment"; (2) "How We Are Addressing the New Operating Environment"; (3) "Academic Partnership, Quality and Effectiveness"; (4) "Access and Costs"; (5) "Restructuring and Reorganization"; and (5) "Institutional Efficiencies Examples" (restructuring/reengineering, processes redesigned, initiatives to reduce required or average credits-to-degree, collaboration, and applications of technology for efficiency). (EV)

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University of Wisconsin System
Board of Regents

UW SYSTEM EFFICIENCY REPORT

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UW SYSTEM EFFICIENCIES REPORT

EXECUTIVE SUMMARY

BACKGROUND

The efficiencies report recommended in the "Study of the UW System in the 21st Century" is presented to the Board for review. "By October 1, 1996, chancellors of each UW System institution should provide the Board of Regents through UW System Administration with a report of efficiency-related measures undertaken to date and new recommendations of other efficiency measures that would increase capacity in the future."[21st Century Final Report]

REQUESTED ACTION

No action is requested at this time.

DISCUSSION

All UW System institutions are engaged in strategic planning to maximize the use of resources to meet present and future educational challenges. This includes changing the way they work, and the way they do business. The following are a few of the examples in the full report from individual institutions and UW System Administration that are illustrative of the nature, scope, and range of UW System activities and initiatives in:

1. Restructuring/Reengineering - Units Reorganized, Merged or Eliminated

   UW-Platteville merged 5 colleges with 33 departments and programs into 3 colleges with 16 departments and programs, in the process eliminating two deans and 14 department chairs.

2. Processes Redesigned

   UW System Administration transferred the Environmental Heath & Safety and Risk Management Policy and Procedures manuals to the World Wide Web. This makes the manuals accessible electronically which provided faster and more accurate information to each UW institution and streamlined the process for updating the manuals.

3. Initiatives To Reduce Required or Average Credits-to-Degree

   UW-Green Bay reduced the number of credits required for a teacher education degree in elementary education from 65 to 52 credits and in secondary education from 41 to 29 credits. All

UW System institutions have implemented degree audit report systems similar to Miami University's DARS.

4. Collaboration (Academic and Administrative)

   The Collaborative Nursing Program has been established between five UW nursing programs (Eau Claire, Green Bay, Madison, Milwaukee, and Oshkosh) through the use of distance education technology.

5. Applications of Technology for Efficiency

   UW-Madison established a five-year plan to award annual instructional technology development grants to departments on a competitive basis, and created the New Media Center for instructional and curriculum services.

The UW System has committed to self fund 4,000 additional students through faculty/academic staff productivity increases and base reallocations if costs to continue and a competitive pay plan are funded by the State.

The Board of Regents initiated the "Study of the UW System in the 21st Century" in part to respond to the changing fiscal environment facing the UW System. This report on efficiencies shows how the UW System has responded to that environment.

- UW System institutions are increasingly required to meet their own needs through entrepreneurial efforts. We must help them leverage the state's GPR investment to greatest effect. Over the past eight years, the UW System has incurred $48 million in permanent base reductions. The 1995-97 biennial budget reductions alone accounted for $33 million and the loss of 527 FTE positions. Since these are ongoing annual base reductions, this means that in the 1997-99 biennium, the UW System will have $96 million less ($48 million annually) to spend on educational priorities, services, and access. Through the Quality Reinvestment Program UW System institutions have reallocated $26.5 million to meet top priorities for which new state support was not available (compensation, supplies and expenses, libraries, instructional technology, etc.) between 1992 and 1995.
- The UW System is the low cost provider of higher education nationally. We are the "benchmark" now; we strive to be the future benchmark in higher education value. We focus more of our resources on instruction and use a substantially lower proportion of the UW System budget for administrative costs than our eighteen peer university systems (6.1% vs. 10.8% on average). Compared to the national averages, as a system we spend 20 percent less per student on instruction-related expenditures, and 50 percent less on administration. Our efficiency allows the UW System to serve 24,000 more students (equivalent to the combined enrollments of UW-Milwaukee and UW- Oshkosh) compared to the level of service if we spent at national averages.
- The UW must balance academic quality and effectiveness with cost-cutting measures. Like any product, what counts in higher education is value for the money. The UW System funds start-up costs of new academic programs from base resources rather than new state dollars. These dollars are often obtained by eliminating lower demand academic programs. Since merger, we have eliminated 290 academic programs and created 263 new academic programs with base funds. In the last three years, 29 programs have been eliminated at seven institutions, while 28 programs were added at 10 institutions (including the Nursing Collaborative Degree program at 5

institutions). The UW System is unique nationally in the practice of requiring that new degree programs be funded from institutional base budgets.

- The UW is actively streamlining its programs and operations and making sizable reallocations into instruction, computing, libraries and other key priorities, and steadily reducing the share of the budget allocated for administration. However, its ability to invest in emerging priorities like instructional technology and distance education is constrained by the larger context of state government. The 1995-97 biennial budget continued to shift state funding priorities from higher education to corrections, and property tax relief. As a result, the UW System's share of the state GPR budget has continued to decline from 14.4 percent in 1974 to 9.2 percent in 1996-97. In addition, state GPR as a share of the UW System budget has declined from 50 percent at merger to about 34 percent.

RELATED REGENT POLICIES

Study of the UW System in the 21st Century

University of Wisconsin System

Efficiencies Report

October 11, 1996

Introduction

"By October 1, 1996, chancellors of each UW System institution should provide the Board of Regents through UW System Administration with a report of efficiency-related measures undertaken to date and new recommendations of other efficiency measures that would increase capacity in the future. It is imperative for the UW System to be as creative and efficient as possible because the environment for higher education is one of continuous change." [21st Century Final Report]

The UW System continues to be an effective supplier of quality education through its dedication to creative and efficient management and the redoubled efforts of faculty and staff to provide timely and effective services to their many and varied clientele. It does not wait only for new funding to initiate its top priorities, and responds proactively to anticipated client demand.

The Board of Regents initiated the "Study of the UW System in the 21st Century" in part to respond to the changing fiscal environment facing the UW System. The State's 1995-97 biennial budget continued to shift funding priorities from higher education to corrections, and property tax relief. The state's commitment to pay for two-thirds of K-12 school costs as a property tax relief measure required the state treasury to pick up an additional $1 billion in public school costs. As a result, the UW System's funding priority continued its decline from 14.4 percent of state GPR in 1974 to 9.2 percent in 1996-97. State GPR in the UW System budget, which was 50 percent at merger, now accounts for a little over 34 percent.

Federal budget discussions and a commitment to eliminate the deficit early in the next decade ensure that a tight fiscal environment will be the daily context for the operation of the University.

How We Have Responded to the Recent Environment

Over the past eight years, while the UW System has absorbed $82 million in required lapses and base budget reductions ($48 million of which are permanent ongoing base reductions), it still created new

academic programs (by eliminating or reducing lower demand programs, reallocating funds from non-instructional activities, and using distance education and other instructional technology). This challenge will only increase. The 1995-97 biennial budget alone accounted for permanent reductions of $33 million and the loss of 527 faculty and staff positions. This means that in the 1997-99 biennium, the UW System will have $96 million less ($48 million annually) to spend on educational priorities, services, and access.

- As knowledge expands, the UW System funds the costs of new academic programs by eliminating lower demand academic programs. Since merger, we have eliminated 290 academic programs and created 263 new academic programs with base funds. The UW System is unique nationally in the practice of requiring that new degree programs be funded from institutional base budgets. Through the self-help Quality Reinvestment Program, UW institutions reallocated $26.5 million to meet top priorities for which new state support was not available (compensation, supplies and expenses, libraries, instructional technology, etc.) between 1992 and 1995.

- The UW System earns two-thirds of its budget from non-tax sources. As federal grants are reduced we must rely more on private funds and be increasingly responsive to competitive conditions nationally and internationally. The 1996-97 UW System research budget includes approximately $7.18 in external support for every GPR dollar or $399.5 million in external research support. This represents a significant economic impact on the state.

- The UW System is a low cost provider of higher education nationally. We focus more of our resources on instruction and use a substantially lower proportion of the UW System budget for administrative costs than our eighteen peer university systems (6.1% vs. 10.8% on average). Compared to the national averages, we spend 20 percent less per student on instruction- related expenditures, and 50 percent less on administration. Our efficiency allows the UW System to serve 24,000 more students (equivalent to the combined enrollments of UW- Milwaukee and UW-Oshkosh) compared to the level of service if we spent at national averages.

How We Are Addressing the New Operating Environment

UW institutions work to streamline administrative operations and to reach and educate students more effectively through a large number of different initiatives. Since UW administrative costs are already the industry benchmark (at 6.1% of total costs), the following initiatives require a continuous eye on maintenance of service quality as further cost reductions are made:

- UW-Oshkosh, UW-Whitewater and UW-La Crosse have formed a consortium (OWL) to develop a common student information system as a cornerstone to the modernization of the administrative computing environment.

- The System has developed a "Best Business Practices" working group to review and re-engineer processes such as travel reimbursements and low dollar procurements.

- Quality Improvement Teams are in use at every institution and have identified many efficiencies in institutional management, such as improving course registration and information, improving admissions process for transfer students, and streamlining the bulk mailing operations.

- Improved Travel Management practices have enhanced services and reduced travel costs across the System. The UW System averages $727 a business trip compared to a national average of $890. The System Administration Travel office has initiated a Travel Home page on the Internet to communicate travel policy, vendor contract rates and other travel information to increase vendor compliance with policy and to reduce direct and indirect travel costs. State government is interested in adopting this technology from UW System for other state agencies. Other information includes:

    - preferred rate agreements with hotels and hotel chains that generate annual savings for UW employees of approximately $180,000.

    - a systemwide contract for household moving services which reduces moving costs and administrative burden on UW employees.

    - computerized Travel Expense Report (TER) forms with built-in audit features which speed travel reimbursements and reduce audit errors.

    - communication of timely travel information, such as fare wars, to travel coordinators at all institutions resulting in the UW System having the lowest average domestic airfare cost ($306) in the Big Ten.

- Travel Cash Advances have been virtually eliminated at a majority of UW System institutions by making American Express Corporate Cards available to System faculty and staff.

- Fleet Vehicle Management has been consolidated at each institution and systems have been established to improve management, maintenance and cost efficiency. This has resulted in better usage of the existing university vehicle fleets which has further resulted in lower expenditures for fleet vehicles (we now retain our vehicles for a longer period of time).

- The System Division of Procurement, working with DOA, achieved passage of SB 285 which increased the bidding threshold from $10,000 to $25,000 and allows use of consortial contracts. This will reduce the costs of about 4,000 transactions statewide (about 2,000 for the UW System), save staff time and shorten delivery of products and services by as much as 50 days. In addition the Office:

    - Participated in the development of Vendornet, a statewide system to allow vendors to register for bids, provide key vendor information and allow electronic downloading of bids. This system will reduce administrative time, paper and mailing costs associated with the universities' 200 purchasing contracts annually.

    - Led the development of a contract administration course which is now taught to contract administrators in all state agencies.

    - Created a World Wide Web page to allow campuses, state agencies, technical colleges and municipalities to access all UW System contracts on line, reducing time and copying costs.

- Risk Management Training has reduced worker's compensation paid losses by 25% ($1.1

million), increased loss prevention efforts, improved litigation practices, proactive claims management, and enhanced efforts at early return to work programs.

We note that UW institutions must operate within the administrative contracts and structures of State government and, therefore, can streamline university operations only as fast as the State as a whole streamlines its operations. Therefore, collaborative efforts with DOA, such as the Purchasing initiative, are very important.

Academic Partnership, Quality and Effectiveness

Academic effectiveness requires: program excellence; proactively modifying and creating new programs to meet changing demand from students and employers and the fast pace of emerging knowledge; accessible student services; and vigilant cost-consciousness. The UW System has maintained a tight, cost-effective statewide program array in graduate and undergraduate programs, through the use of articulation agreements within the System and with outside partners such as the Wisconsin Technical Colleges System (WTCS), regional programs, and cooperative degree programs. UW System institutions consciously apply CQI (Continuous Quality Improvement) principles to academic support, research, public service and administrative programs. The availability of instructional technology and distance education will increase opportunities for pursuing these types of partnerships.

- Articulation Agreements UW System institutions have over 300 separate articulation agreements with Wisconsin technical colleges, which determine the number and type of credits that students enrolled at a WTCS institution can transfer to a UW institution. In addition, there are agreements between 4-year comprehensive campuses and between the 2-year UW Centers and the 4-year institutions regarding coursework required prior to transferring into a specific discipline at another campus. The computerized Transfer Information System (TIS) enables high school and college students to plan their programs more carefully for assured acceptance of transfer credits. These are currently under review to increase their effectiveness.

- Regionalized Programs The UW System has carefully rationed the number of System institutions permitted to grant certain academic degrees, primarily at the graduate level. For example, Ph.D. programs are limited to UW-Madison and UW- Milwaukee; only four institutions have engineering programs (UW-Madison, UW-Milwaukee, UW-Platteville, and UW-Stout); and UW-Madison and the University of Minnesota have an interstate agreement in Horticulture. In addition, UW-Madison has the only law school, medical school, pharmacy, and veterinary school in the System, and UW-Milwaukee has the only school of architecture. UW-Green Bay, UW-Oshkosh, and UW-Stevens Point offer a regional MBA degree using distance education technology. To date, there has been little regionalization of undergraduate academic programs within the UW System, although distance learning technology may offer greater opportunities in this area.

- Cooperative Degree Programs The UW System has more extensively used the concept of cooperative degree programs where a degree is granted by one UW System institution offering coursework at both the home institution and a host institution. The host institution's faculty often do teaching and/or advising. Currently, about 25 cooperative degree programs are operating within the UW System. For example, five UW System institutions with nursing programs (Eau Claire, Green Bay, Madison, Milwaukee, and Oshkosh) have begun a Nursing Collaborative Degree completion program for Licensed Practical Nurses and other nurses to

complete the Registered Nurse bachelor's degree. The program is now offering five courses each semester beginning in Fall 1996 and over 200 nurses are currently enrolled. UW-La Crosse and UW-Milwaukee are implementing a joint Master of Science in Social Work. UW-La Crosse and UW-Stevens Point have initiated planning for a common Medical Technology curriculum and will seek joint accreditation for the program.

- We are implementing productivity improvements through: written faculty workload policies with annual reports on the performance and productivity of our faculty and staff; increased use of technology for instruction and student services, such as telephone registration that allows students to register for classes from anywhere in the state or the world; and improvements in campus computer networks to allow student access to networks, library catalogs and to their professors from both on-campus and off-campus locations.

- UW-Extension and the Lotus Institute have begun a joint venture to research and develop computerized distance learning and collaborative learning methods/products. The initiative will provide education and training for workers at remote sites, for work/study students, and others in the working world.

- UW-Extension, AT&T and UW Centers will pilot the development of compressed video technology for the Center campuses this fall. While most of the four-year comprehensive institutions already have access to two-way compressed video, similar units are needed at the 13 UW Centers. The initiative will enable UW four-year campuses to export upper division instruction to satellite locations at the Centers and the Centers to better serve place-bound working students.

- We ensure educational quality in a number of ways. Joint reviews of each academic program are conducted every 5 years. Systemwide lateral reviews of professional programs are conducted by outside consulting teams (to date, Teacher Education, Business Administration, Agriculture, Nursing and Allied Health, and Engineering programs have been reviewed). In addition, there is accreditation of each UW institution by North Central Association and accreditation of individual programs by more than 50 separate professional associations.

Access and Costs

- The UW System ranks fifth nationally among all states in access to public higher education provided to high school graduates. The University serves 31% of all high school graduates in the state.

- The UW System has committed to self fund 4,000 additional students through faculty/academic staff productivity increases and base reallocations if costs to continue and a competitive pay plan are funded by the State.

- All four-year UW System institutions are planning to reduce the average number of credits taken for baccalaureate degree recipients; UW-Madison and UW-Milwaukee are piloting four-year graduation contracts beginning Fall 1997, with systemwide implementation in Fall 1998.

- The UW System encourages capable students to take college credits while in high school to make college more affordable by reducing the number of credits that a student would need to complete a degree program at a UW System institution. It also makes it possible for students to

graduate faster thereby providing access for others. Current programs that provide such opportunities include College Board Advanced Placement (AP), the Cooperative Academic Partnership Program (CAPP) at UW-Oshkosh which has served over 8,000 high school students in 530 sections since 1991, examinations through the College Level Examination Program (CLEP), and the Post Secondary Enrollment Opportunity program. All UW foreign language departments grant "retroactive credits" for introductory foreign language courses when a student completes advanced foreign language coursework at the university. Next year, the UW System will add a new option for capable high achieving students in collaboration with K-12 school districts: a "3+2" pilot program at UW Center-Richland and a "3+4" pilot program at a four-year institution.

- Tuition for resident undergraduate students remains low compared with peers. UW-Madison tuition ranks 8th out of 9 public Big Ten institutions (excludes Penn State), UW-Milwaukee ranks 11th out of 15 peer institutions, and the Comprehensive institutions' tuition ranks 31st out of 35 peer institutions in 1996-97. Nonetheless, tuition increases in recent years have been necessary to partially offset GPR cuts in order to sustain academic quality for students.

- The total cost of attendance for students in the UW System is 75% of the national average for all public universities and 25% of the national average for private universities. In addition, tuition costs have grown at a slower rate than the national averages since 1990-91; UW System costs (excluding UW Centers) have increased 20.6% while all public universities have increased costs by 26.0% and all private universities by 28.2%. In 1994-95, a UW student paid $5,262 while the average public university student paid $7,035.

Comparative Total Costs and Increases

	UW System *	Public Univ.	Private Univ.
1990-91	$4,363	$5,584	$16,503
1991-92	$4,489	$6,051	$17,779
1992-93	$4,728	$6,442	$18,898
1993-94	$5,008	$6,709	$20,027
1994-95	$5,262	$7,035	$21,152
% Change	20.6%	26.0%	28.2%

***Excludes UW Centers. Source: The College Board. September 1995.**

Restructuring and Reorganization

All UW System institutions are engaged in strategic planning to maximize the use of resources to meet present and future educational and access challenges. This includes changing the way they work, and the way they do business. The following examples are illustrative of the nature, scope, and range of UW System activities and initiatives in:

1. Restructuring/Reengineering - Units Reorganized, Merged or Eliminated

2. Processes Redesigned

3. Initiatives To Reduce Required or Average Credits-to-Degree

4. Collaboration (Academic and Administrative)

5. Applications of Technology for Efficiency

Please note that examples illustrated under "Systemwide" indicate that several UW System institutions have implemented these changes.

INSTITUTIONAL EFFICIENCIES EXAMPLES

1. Restructuring/Reengineering - Units Reorganized, Merged or Eliminated

Administrative

- Madison - Consolidated the Offices of Budget Planning & Analysis, Auxiliary Operations Analysis and the Vice Chancellor for Administration resulting in a 25% reduction in positions; streamlined administration of the College of Engineering and eliminated two associate deans; restructured and divested the UW Hospitals and Clinics.

- Milwaukee - Created one General Education Administrative Division from six separate units with budget, personnel and administration now done centrally; three technology support units were reorganized into one unit.

- La Crosse - Established Committee on Improving Instructional Support Activities which reviewed several administrative support functions using Continuous Quality Improvement principles and led to the elimination or reduction of a number of positions and improved operational efficiency.

- Oshkosh - Eliminated 4 assistant/associate dean positions throughout the institution; eliminated legal counsel and 3 out of 4 assistant chancellor positions (Assistant Chancellor for Information Services and technologies, Assistant Chancellor for University Relations, and Assistant Chancellor for Administrative Service) with responsibilities reassigned to other existing staff or UW System personnel.

- River Falls - Merged responsibilities of the Assistant to Chancellor for Business and Finance and Assistant to Chancellor for Administration into a single position; eliminated the Department of General Services and the graduate dean position and reassigned those duties and responsibilities.

- Stevens Point - Reorganized Business Affairs Division by establishing a new loss-prevention unit, re-engineered financial operations/purchasing, and eliminated general services.

- Stout - Reduced the number of schools from four to three in 1995-96, saving administrative and secretarial support. The phone directory was out-sourced to a private vendor which resulted in savings.

- Superior - Reduced the administrative structure from 7 to 5 administrators by reducing duplication and realigning units with comparable missions and services.

- Whitewater - Streamlined administration in four colleges by requiring assistant/associate deans to teach one course per year; eliminated the General Services unit through restructuring of existing duties and out-sourcing.

- Centers - Reorganized Administrative Services by moving financial aid and data services units from Academic Affairs to Administrative Services. Simplified personnel system.

- Extension and Madison - Merged printing services of each institution into one unit that provides printing services for all Madison-based University clients.

- System Administration - Restructuring and budget reductions decreased staff by 20% (236 FTE to 189 FTE) including a reduction from five to four vice presidents. The 1995-97 biennial budget reduced System Administration's budget by 17.5% and the Systemwide activities budget was cut by 7.4% for a total ongoing reduction of $3.1 million.

- Systemwide - Reallocated for all operating costs associated with bringing new facilities online.

Academic

- Madison - Merged departments and eliminated certain majors within the College of Agricultural and Life Sciences, School of Education and College of Engineering. Eliminating 70 faculty positions in the College of Letters & Science as part of its five-year strategic plan.

- Milwaukee - Merged and restructured language and literature departments resulting in the restructuring of seven separate departments into just four.

- Eau Claire - Restructured six schools into three colleges with savings in administrative costs through the elimination of three deans and 1.5 assistant chancellors - eliminated several academic programs.

- La Crosse - Eliminated the College of Education and the College of Arts, Letters, and Sciences; restructured colleges by creating two new colleges (the College of Science and Allied Health and the College of Liberal Arts) to join the existing College of Business Administration and the College of Health, Physical Education, and Recreation.

- Oshkosh - Merged Special Education and Elementary Education programs so students could have the option to receive dual licensure without increasing credits-to-degree.

- Parkside - Reorganized four schools into two schools and in the process eliminated two deans and several support staff.

- Platteville - Merged 5 colleges with 33 departments and programs into 3 colleges with 16 departments and 2 schools - in the process eliminated two deans and 14 department chairs.

- River Falls - Continued to implement a plan to increase the proportion of the University's budget devoted to supplies and expenses (particularly for technology and faculty development) from 6.9% in 1994-95 to 12.0% by the year 2000. Combined two separate departments into the Department of Teacher Education, eliminating the need for one department chair.

- Stevens Point - Eliminated the graduate school and graduate deanship; discontinued several academic programs.

- Stout - Reorganized School of Education and Human Services to realign four academic departments into three departments.

- Superior - Reduced departments from 19 to 15 and eliminated intermediate level of administration (two deans) by having department chairpersons report directly to the provost.

- Whitewater - Merged graduate studies and continuing education units into one unit, eliminating a dean; merged computing and information technology unit with library and learning resources unit by eliminating an Assistant Chancellor and a dean position and replacing them with a single Assistant Vice Chancellor position; and merged six academic departments into three in the Division of Academic Affairs.

Student Services

- Madison - Created the Cross College Advising Service to target new freshmen, students having difficulty determining majors, and at-risk students.

- Milwaukee - Reorganized the Division for Student Affairs resulting in the elimination of three senior-level appointment positions. Created separate departments for employment opportunities, and new student recruitment and orientation.

- Eau Claire - Merged Educational Opportunity Office , Center for Academic Personnel, and Career Development (CAPD) into Academic and Career Services unit and eliminated the Director of CAPD.

- Green Bay - Integrated student services, admissions, enrollment, advising, and other support programs and Academic Affairs units to improve service to students.

- La Crosse - Consolidated student recruitment, admissions, records and registration, financial aid, advising, and career services into a new comprehensive Academic Services Division.

- Parkside - Created and installed the Alumni Information System and the undergraduate catalog online as part of the Campus-wide Information System, thereby reducing the hard copy run by 50 percent.

- River Falls - Established the Center for Student Academic Success which will integrate operations of academic support services such as PRIDE (for disabled students), Study

Skills, Tutoring, Student Health, Career Services and other related services.

- Stevens Point - Reassigned academic advising, tutorial learning, educational support, disability services, new student programs, high school relations, admissions, and records/registration into a Student Development unit; combined admissions and records/registration offices, eliminating one administrative position.

- Stout - Privatized the campus bookstore which saved on remodeling costs, purchasing inventory, and commission payments. Consolidated the printing, selling and auditing of tickets for athletic events, theater and student activities into one centralized location. Out-sourced window washing services and residence hall laundry operations, and merged two services into one University Dining Service.

- Whitewater - Merged the Registrar's Office and the Admissions Office into Enrollment Services, with retirement of Admissions Director. Centralized scholarship management within Enrollment Services.

2. Processes Redesigned

Administrative

- Madison - Automated several types of administrative processes, including the establishment of an all-campus ID card and system, student room assignment and billing system in the Housing function, and put campus personnel information onto the Internet.

- Milwaukee - Upgraded university ID cards so that Sandburg Halls residents may electronically gain access to the residence halls and use their meal plan in Sandburg and in the Union. Students use the ID card for a variety of services such as the recreation center and the health center as well as to draw upon cash they have deposited for purchases at the Bookstore and vending machines and to pay for making photocopies.

- Green Bay - Developed an all-funds, campus-wide planning process and developed a Technology Plan and Physical Development Plan and Space Use Plan to ensure the efficient allocation of resources to these areas.

- Oshkosh - Automated the listing of when classes are offered, saving weeks of staff time. Canceled library subscriptions for high-cost, low-use print journals and substituted electronic on-demand access.

- Centers - Redesigned capital budget process with preliminary six-year plans from each Center and began development of a campus and local partners process for examining facilities needs and appropriate timelines. Examining business practices and established a Marketing Task Force to improve the presentation of the UW Centers to the public.

- System Administration - Transferred the Environmental Health & Safety and Risk Management Policy & Procedures manuals to the World Wide Web to make them accessible electronically at each campus and streamlined the process for updating them. Streamlined the annual budget process for campuses by eliminating seven steps, delegating 3 steps to System Administration, and instituted a reporting threshold for

Auxiliaries equal to the average change in Wisconsin Disposable Income Per Capita for the past three years, reducing budget reporting for those institutions with rate increases below the threshold.

- Systemwide - Implemented a system of procurement cards for administrative purchasing. Each department is issued a credit card which electronically contains its accounting code, reducing purchase orders, preaudit of invoices and campus stores delivery, and eliminating individual checks for each purchase.

Academic

- Madison - Established the Undergraduate Initiatives Program, created the Media Center for IT instructional and curriculum services and restructured faculty advising activities in College of Letters & Science to assign each incoming student a specific advisor.

- Stout - Created a Learning and Information Technology Council. The creation of the Council has provided a campus-wide perspective to learning and information technology planning and will bring more campus involvement with additional representation from the academic colleges.

- Extension - Created a Flexible Learning Unit to serve clientele that cannot be reached by other traditional methods. This unit will be developing courses and making them available through the World Wide Web.

- System Administration - Streamlined the academic program review and entitlement process and initiated a program to update all classrooms to provide modern teaching and learning capabilities.

Student Services

- Milwaukee - Altered the registration system to permit continuous registration by students from dedicated computers. This has eliminated the need for the in-person registration previously held the week before classes each semester and involving hours of time from thousands of students and hundreds of staff.

- Eau Claire - Established online registration and is planning Internet access to job information.

- Green Bay - Established a central clearinghouse for all on- and off-campus student internships.

- Parkside - Planning for implementation of telephone registration (spring of 1997).

- Stout - Held campus-wide Job fair which increased student access to employers and reduced paper and total mailings of job announcements.

- Centers - Established a Student Information System in 1995 for the registrar, financial aid and business offices.

- Extension - Developed a new registration system for Independent Learning students, designed to be much more user friendly. Piloted the use of credit cards for Independent Learning student enrollments.

- Systemwide - Implemented automated systems for receiving and distributing student financial aid, with electronic funds transfer and direct credit of funds to student accounts. This allows for real time application of aid checks and more timely service to students.

3. Initiatives To Reduce Required or Average Credits-to-Degree

- Madison - Reduced required degree credits to 120 in selected programs; improved student advising, implemented university-wide general education requirements; and improved course availability through the undergraduate initiatives program.

- Milwaukee - Improved advising, reviewed curricula for possible reductions in required credits, provided better orientation for new freshmen and transfer students, and established an academic tracking system.

- Eau Claire - Reduced the number of credits needed for a baccalaureate degree from 128 to 120 and capped the number of credits in a comprehensive major at 60.

- Green Bay - Reduced the teacher education degree in elementary education from 65 to 52 credits and the degree in secondary education from 41 to 29 credits.

- La Crosse - Defined the baccalaureate degree and the College of Business Administration degree as requiring 120 semester credits. Plans are underway in the School of Education to reduce their required credits.

- Oshkosh - Reviewed major/minor prerequisites and course requirements, transfer process, general education requirements, and Advanced Placement and credit-by-exam practices.

- Parkside - Reduced Teacher Education curriculum by several credits (2-3 credits on average).

- Platteville - Developed advising handbook and revised class schedule listing to identify general education requirements satisfied by each course.

- River Falls - Reduced the required number of credits for graduation to 120, effective with spring, 1996 - established a retention task force to find ways to improve student retention rates (along with the new Center for Student Academic Success).

- Stevens Point - Established a list of actions necessary to reduce average credits-to-degree from 148 in 1992-93 to 142 in 2000-2001 such as reducing the number of credits required for a baccalaureate degree, decreasing general physical education requirements, reducing the number of credits required in elementary and secondary education programs by an average of 8-9 credits, and revising the course repeat policy to restrict authorization to repeat courses.

- Stout - Reduced credits for graduation to 124 for most programs; improving support structures for "at-risk" students; and considering implementing three-year selected degree programs.

- Superior - Reduced the number of credits required for a baccalaureate degree from 128 to 120, effective in May 1996.

- Whitewater - Streamlined curriculum through "zero based" analysis to design programs that can be accomplished within 120 credits or a reasonable four-year period of study; piloted three-year programs in Safety Studies and Communication.

- Systemwide - Instituted degree audit reporting systems and initiated "best practices" study of advising to improve advising services to students.

4. Collaboration (Academic and Administrative)

- Madison - Established collaborative programs with the University of Minnesota in the dairy, entomology and potato/vegetables areas. Used distance education technology to provide programs to several peer institutions.

- Milwaukee - Have developed approximately 20 articulation agreements in the past 3-4 years with UW Center campuses and WTCS institutions. This enables students to complete their degrees more efficiently with fewer credits.

- Eau Claire and Parkside - Shared a distance education honors course during the spring semester, 1996 as a pioneering effort in sharing some resources for honors programs.

- Green Bay - Established 2 + 2 articulation agreements for business, social work and education programs with the College of the Menominee Indian Nation - and established a joint program with the Northeast Wisconsin Technical College to combine technical degrees in criminal justice, police science and health care business administration with a general studies degree. Developing the Partnership for Learning with about 20 public school districts in CESA 7.

- Green Bay and Oshkosh - Collaborated on housing arrangements for 25 UW-Green Bay students who were unable to obtain on-campus housing at Green Bay due to high demand.

- La Crosse - Established the Medical Health Science Consortium as a partnership with regional public and private agencies. This partnership will allow the College of Science and Allied Health to expand and create academic programs in the health sciences to advance rural health care in the state. Established a joint MS in School Health Education with UW-Oshkosh and establishing a joint Masters in Social Work with UW-Milwaukee.

- Parkside - Improved transfer agreements with Gateway Technical College which should save transferring students several credits on average.

- Superior - Established an articulation agreement with Lac Court Oreilles Ojibwa Community College for Social Work, and three other agreements with WITC. Sharing library science courses with UW-Eau Claire with each institution offering two courses.

- Whitewater - Established a cooperative agreement between UW-Whitewater and the City of Whitewater police which will save University positions as the City police will provide dispatch services for university police.

- Centers - Establishing at UW Center-Richland a 3 + 2 collaborative agreement with local public high schools.

- Systemwide - The Collaborative Nursing Program has been established between five nursing programs (Eau Claire, Green Bay, Madison, Milwaukee, and Oshkosh) through the use of distance education. There is also a cooperative effort between Eau Claire and several other institutions (La Crosse, Milwaukee, River Falls, Stout, and Superior) to deliver library science courses and business courses via distance education.

5. Applications of Technology for Efficiency

Administrative

- Madison - Established the UW Processing Center (UWPC), integrating the UW-Madison and UW System processing centers for the purpose of centralizing and standardizing personnel, human resources, payroll and accounting systems across the UW System.

- Milwaukee - Made a significant investment in personal computers and fax equipment for the Purchasing Office for processing bids and purchase orders. As a result, two positions were eliminated.

- Stevens Point and Stout - Converted the financial aid office to electronic loan processing with direct access to the loan guaranty agency. This conversion will save time and costs for loan printing and postage. The reduced paperwork saves staff time and may improve repayment of the loan because the student gets only the required, important information.

- System Administration - Obtained funds from the State Building Commission to finance the upgrade of compressed video capabilities at all campuses in order to enhance collaboration efforts between campuses.

- Systemwide - Implemented automated personnel systems for all personnel actions including: new hire data; additional workloads; title, salary and account changes; promotion, retention, tenure and merit decisions; tenure management decisions, etc.

Academic

- Madison - Established a 5-year plan to award annual instructional technology development grants to departments on a competitive basis; created the New Media Center for instructional and curriculum services.

- Milwaukee - Created an electronic reserve system in which books and periodicals placed on reserve for a course are made available electronically to students at home or in campus computer laboratories. Now available in 14 courses as a pilot, the system will be extended to be available for all courses.

- La Crosse - Offered distance education courses in accounting, insurance, medical technology, and physiology over the WONDER network; offered several pre-MBA courses in cooperation with UW-Parkside and UW-Eau Claire were using distance education technology.

- Platteville - Developed a portable distance education unit and a modern distance education classroom to offer classes to sites in Milwaukee, Dodgeville (Land's End), and UW-Stout.

- Stout - Converted 5 existing courses in Hospitality and Tourism to a distance education format that makes these courses available to a new population of students; offered B.S. in Industrial Technology via distance education to place bound students in Wausau and Appleton.

- Centers - Established an audiographics technology and AT&T pilot interactive video project to share courses and instructors more effectively.

- Extension - Expanded compressed video conference network to more than 30 sites with connections to all 4-year campuses. Developed the Distance Education Clearinghouse which is accessible on the World Wide Web as a central source of information for all Wisconsin educators.

- Systemwide - Wired all residence hall rooms for voice, video and data connectivity. Students can have personally owned computers in their rooms connected to the campus network allowing access to electronic mail, library and Internet resources. This increased electronic capability also reduces student demand on computer labs and allows increased access for students who do not own computers.

Student Services

- Madison - Implementing the PeopleSoft Student Information System; developed an e-mail application system for graduate students.

- Milwaukee - Established Career Voice Link, a 24-hour telephone job listing service for students - planning to develop JOBTRAK Online on the Internet, an electronic transcript exchange program with Milwaukee Public Schools and a terminal-based registration system.

- Green Bay - Established online student advising through the STAR (Student degree Tracking Audit Report) system.

- Extension and System Administration - Created a Student Information System (SIS) and an electronic admission application form.

- Systemwide - Implemented computerized debit card system which allows "cashless transactions" in many areas of campus business (vending machines, bookstore, food service, residence hall front desks and laundry facilities, library card, copying machines, athletic tickets, etc.). Manual record keeping is significantly reduced.

As these examples illustrate, the UW System is continuously reviewing its organizational structure and processes to ensure quality and effective services. All institutions actively participate in strategic planning that result in streamlined, customer-oriented operations and focused academic programs. As state funding priorities shift, UW System institutions have increasingly turned to entrepreneurial efforts to meet priority needs. UW System institutions' continued efforts to achieve efficiencies in the areas listed, coupled with the state's commitment to provide cost-to-continue and competitive pay plans, will allow the System to serve an additional 4,000 students through productivity increases and base reallocations. As the UW System plans and works for the future, it expects to remain the national low cost and high access higher education benchmark.